

5-1-1978

Faculty Senate Monthly Packet May 1978

Portland State University Faculty Senate

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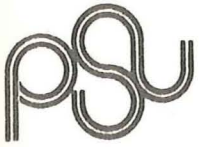
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portland state university

MEMORANDUM

TO Senators and Ex-Officio Members of the Senate

DATE April 18, 1978

FROM Earl L. Rees, Secretary to the Faculty

The Senate will hold its regular meeting of the Faculty Senate on Monday, May 1, 1978, 3:00 p.m. in 150 Cramer Hall.

A. Roll

*B. Approval of Minutes of April 3, 1978 meeting

C. Question Period

1. Questions for Administrators

2. Questions from the Floor for the Chair

E. Reports from Officers of Administration and Committees

*1. Budget Committee - Winingar

*2. University Athletic Board - Kimball

*3. University Scholars Board - Daily

*4. Teacher Education Committee - Hale

F. Unfinished Business

*1. Proposed Amendment to provide Senate Representation for Instructional Faculty in Academic Schools, Colleges, and Instructional Units - Second Reading - Halley

*2. Constitutional Housekeeping Corrections - Second Reading - Rodich

G. New Business

*1. Baccalaureate Degree through an Off-Campus Program - OAA

2. Goals and Mission Statement - Grubb (This document has been distributed to the Faculty)

*3. Proposed Master of Taxation Degree Program - Dash

*4. Revised statement for inclusion in the Graduate Adviser's Handbook - GC

*5. Statement on academic probation, disqualification, and readmission for the Bulletin - GC

*6. Leave of absence - GC

*7. Cancellation of admission to graduate program - GC

*8. Revised statement on plagiarism for the Graduate Adviser's Handbook - GC

H. Adjournment

*The following documents are included with this mailing Regarding Agenda Items:

B - Minutes of April 3, 1978 meeting

E1 - Budget Committee Annual Report**

E2 - University Athletic Board Annual Report**

E3 - University Scholars Board Annual Report**

E4 - Teacher Education Com. Annual Report**

F1 - Proposed Amendment**

F2 - Constitutional Housekeeping Correction**

- G¹ - Baccalaureate Degree through Off-Campus Program**
- G³ - Proposed Master of Taxation Degree Program**
- G⁴ - Revised statement for Graduate Adviser's Handbook**
- G⁵ - Statement on academic probation, disqualification, and readmission**
- G⁶ - Leave of Absence**
- G⁷ - Cancellation of Admission to Graduate Program**
- G⁸ - Revised statement on plagiarism for Graduate Adviser's Handbook**

**Included for Senators, Alternates and Ex-Officio members only

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, April 3, 1978
Presiding Officer: Grover Rodich
Secretary: Earl Rees

Members Present: Anderson, Bates, Baumgartner, Beeson, Brandt, Brown, Byrne, Carl, Chino, Crowley, Cumpston, Dash, Enneking, Fisher, Edgington, Gard, Gardner, Hardt, Henry, Hoogstraat, Kimball, Kinnick, LeGuin, Limbaugh, Manning, Markgraf, Marty, Merrick, Moseley, Newhall, Petery-Prather, Porter, Rodich, Seiser, Sommerfeldt, Taylor, Tinnin, Tracy, Walker, Weikel, Wilson, Wolk, Young.

Alternates Present: Ellis for Cease, Kohut for Newberry, Bursch for Lee

Ex-Officio Members: Blumel, Forbes, Hoffmann, Rauch, Rees, Todd, Toulan, Trudeau, Westwood

APPROVAL OF MINUTES

"Liabel," in the "Approval of Minutes" section of the March 6, 1978 Faculty Senate Meeting minutes, should read "liable." The minutes were approved as corrected.

ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

President Blumel reported that the report of the City Club, which is very supportive of Portland State, has received wide publicity and acceptance. There are a few copies of the report in the President's Office.

QUESTION PERIOD

1. Questions for Administrators - none submitted
2. Questions from the Floor for the Chair - none

REPORT FROM OFFICERS OF ADMINISTRATION AND COMMITTEES

The Presiding Officer reminded the Senate that no formal action was required for committee reports submitted by inclusion in the Senate mailing. The chairpersons of the committees were present to amplify their reports and answer questions.

1. Academic Requirements Committee, Marjorie Kirrie, Chairperson. Gard asked if the transfer of vocational-technical courses was still subject to departmental approval. Kirrie said they were.
2. Committee on Effective Teaching, Norman Rose, Chairperson. Taylor asked about the total dollar amount allocation of the CET. Fisher said the sum was about \$3,500. Blumel said it would be about the same next year.
3. General Student Affairs Committee, Robert Westover, Chairperson. Westover thanked Professor Crowley for his help in formulating the "Policy Statement on Student Rights, Freedoms and Responsibilities."

UNFINISHED BUSINESS - none

NEW BUSINESS

1. Proposed Amendment to provide Senate Representation for Instructional Faculty in Academic Schools, Colleges and Instructional Units - first reading - Halley

The Presiding Officer reminded the Senate that a proposed amendment is subject to debate and modification by majority vote during the first reading. After being sent to the Advisory Council for review of proper form and numbering, the amendment is sent back to the Senate for the second reading. At that time, the amendment is either accepted or vetoed.

Highlights of Discussion: Halley said that he had no argument with the administration but Systems Science desires to be represented through a comparable school, college or instructional unit which is academically oriented. Gard asked who would decide the alignment. Halley responded that this was usually decided by the Senate Steering Committee or the Advisory Council. FTE was another concern. Halley pointed out that several faculty members were full-time in Systems Science which is also the case of several other academic units. When asked what units he would suggest for Systems Science, Halley suggested programs with graduate emphasis such as Social Science, Urban Affairs, Business Administration and Science. Blumel asked if this was a request for a new faculty unit. Halley said this was not the case. Chino asked why the individual faculty members could not be placed in various academic areas. Halley said a unit is better represented if it stands as a group when having its interests taken into account.

2. Motion concerning the Implementation Schedule for Changes in Honors and High Honors - Bursch. Bursch moved to adopt the motion as included in the Senate mailing (seconded).

Highlights of Discussion of Bursch Motion: Bursch said his concern was the matter of due and timely notice to students. The effect of the motion would be to retain for those students who had become seniors prior to the senate action of January 9, 1978, the customary right to complete their Bachelor's degree work under the conditions in effect as specified by the catalog in force when they first enrolled. No catalog is valid for longer than a five-year period. ASPSU President, John Becker said that changing requirements at this time was not fair and did not provide a solution to the problem of grade inflation. The change to a higher GPA will be an admission of the lenient grading policy at PSU. Becker moved for approval of a substitute motion to Bursch's original motion. (seconded) The motion would read: "Change the GPA requirements back to 3.50 for graduation with Honors and 3.75 for graduation with High Honors. Send to the Academic Requirements committee the task of a thorough study of the grading criteria dilemma."

Highlights of Discussion of Substitute Motion: Students present expressed a desire for a uniform grading policy and noted that the change in Honors and High Honors is cosmetic and does not solve grade inflation or bring about higher academic standards. Bursch said grade inflation would in all likelihood continue since those who graded

higher in the first place would modify their grades to meet the new standards. Grade inflation may be transitory if recent decreases in the GPA at several state institutions is any indication. Taylor said there is a parallel between grade inflation and the financial exigency of the early 1970's. Becker said the ARC should be commended for calling attention to the grading problem and that solutions should now be sought.

Action on Becker Substitute Motion: Standing vote - 26 yes, 13 no.

Jones Substitute Motion: Jones moved that, starting fall quarter 1978, the upper two percent of the graduating class be eligible for graduation with "High Honors" and the upper five percent of the graduating class be eligible for "Honors." (seconded)

Highlights of Discussion of Substitute Motion: Blumel pointed out that the motion does not deal with the inequalities of the period of transition. Brown noted that the problem of different grading standards for different schools and departments would not be addressed and students from certain academic areas would take all of the honors. Moseley said that the percentage motion would take care of grade inflation and deflation because it applies despite GPA fluctuations.

Action on Jones Substitute Motion: Standing vote - 15 yes, 23 no.

Further Discussion of Becker Motion: Becker said the average student at PSU is older and more serious than the average student at the other state institutions. Thus, a higher percentage of students graduate with Honors and High Honors. Gard moved to refer the matter back to the ARC for reconsideration. (seconded)

Highlights of Discussion of Gard Motion: Gard said the students have pertinent information which could lead to a reevaluation by the ARC. Several Senators felt that the ARC had had ample time to consider this matter. Bursch added that a memorandum from the ARC indicates no desire to make alternate recommendations. Those supporting the proposal to refer the matter back to the ARC felt there should be some input from that committee before reversing its recommendation.

Action on Gard Motion: Standing vote - 16 yes, 22 no.

Action on Becker Motion: Standing vote - 31 yes, 7 no.

3. Constitutional Housekeeping Corrections - Rodich.

The amendment, as included in the Senate mailing, was approved and sent on to the Advisory Council.


ADJOURNMENT

The Faculty Senate adjourned at 4:35 p.m.

Budget Committee Report

1977-78

April 11, 1978

Budget Committee: Robert Wininger, Chairman 

Charles Becker, Jud Bierman, John Dart, Tom Gerity, Emerson Hoogstraat, Gordon Kilgour, Robert Wininger, Jerry Zadny, Ted Holmes, Charles Tracy

Consultants:

Kenneth Harris, Lou Merrick, Leon Richelle, James Todd

ASPSU: Forrest Green

The Budget Committee has met regularly during the current year to carry out the responsibilities outlined in the Faculty Constitution. The consultants from the University Administration have provided the committee with all requested and other information necessary to the functions of the committee. The Fall Bulletin (attached information) contained pertinent budget information previously requested by the Faculty Senate.

1. Definition of task:

- a. Review priorities as they relate to the use of indirect cost recovery monies.
- b. Assist the administration in solving the problems of underfinancing.
- c. Assist and advise in the mix of merit and across-the-board pay raises.
- d. Assist with the preparation of Annual and Biennial budgets.

1. review procedures
2. help establish priorities

2. Accomplishments as they relate to task:

a. & b. 1977-78 Budget status

Several reports were made by the budget officer (Dr. Kenneth Harris) to indicate the budget status. The last report (February 14, 1978) showed a balance of \$115,650. After considering resources (operating reserves, salary and wage savings) less requirements (non-recurring equipment, academic and classified underfunding, inflation factors and student wage increases) Harris reported that the finances of the University were in good shape for this year.

c. The following salary mix was recommended for the April 1 salary increase.

Across-the-board	91%
Merit	0
Promotion	7
Inequities	<u>2</u>
Total:	100%

d. Reviewed the budget process to be used for the development of the 1978-79 budget.

The modified zero based budget process started last year by the administration was reviewed and approved. In this process each division of the University is asked to reduce its budget by a small percentage. After the reductions any additions must be justified. This process seemed reasonable and prudent to the committee.

e. 1978-79 Budget Recommendations.

At this writing (April 10, 1978) only the Office of Finance and Administration's budget has been reviewed by the committee. It was recommended that of the \$4,813,620 budget (1977-78) 34,851 of costs be decreased and \$25,657 of costs be increased. The committee accepted the Vice President for Finance and Administration's rationale for these changes. Details of these recommendations are available from Dr. James Todd.

3. Other items of interest:

a. Equipment:

1. Reviewed the process for the distribution of the 26% increase in the Equipment Replacement Account.

2. Reviewed recommendations concerning the distributions of additional non-recurring funds for equipment. The \$150,918 was divided between Instruction (\$104,176) and General Office (\$46,741). Much of the General Office fund will go for the replacement of classroom equipment.

b. Discussed the steps being taken by the administration to provide adequate duplicating services.

c. Consulted with Dr. Chick Erzurumlu regarding the recommendations of the Inter-Institutional Faculty Senate Committee on Finances.

d. Reviewed the procedures for program development and offered recommendations on each proposal's budget component.

PORTLAND STATE UNIVERSITY

PERCENTAGE CHANGE IN BUDGET AND EXPENDITURES

	Beginning Budget				Actual		
	<u>74-75</u> to <u>75-76</u>	<u>75-76</u> to <u>76-77</u>	<u>76-77</u> to <u>77-78</u>	<u>74-75</u> to <u>77-78</u>	<u>74-75</u> to <u>75-76</u>	<u>75-76</u> to <u>76-77</u>	<u>74-75</u> to <u>76-77</u>
Arts and Letters	16.1	11.4	7.1	38.4	14.0	11.0	26.6
Science	24.3	9.8	4.6	42.7	21.9	14.9	40.2
Social Science	14.7	11.7	3.7	33.1	16.6	12.9	31.7
Business Administration	26.6	11.3	7.9	52.1	25.4	16.1	45.6
Education	18.6	12.4	7.5	43.2	20.9	11.4	34.7
Social Work	17.9	16.6	14.1	56.7	30.8	15.2	50.5
Urban Affairs	22.9	19.8	13.0	66.3	20.7	20.1	44.7
Health & Physical Education	20.3	10.7	10.6	47.5	19.9	9.8	31.8
Other Programs	17.5	13.2	11.9	48.6	19.5	9.0	30.4
Total Budgeted to Specific Instructional Programs	19.6	11.6	6.7	42.4	N/A	N/A	N/A
Undistributed Instructional Funds	176.8	78.7	(6.8)	361.1	N/A	N/A	N/A
Instructional	21.6	13.5	6.1	46.4	19.4	13.3	35.3
Summer Session	8.6	19.3	4.8	35.7	15.2	22.6	41.2
Academic Support	18.8	11.0	5.7	39.4	24.1	15.9	43.9
Student Support	26.1	16.5	5.2	54.5	17.2	5.2	23.3
General Institutional Support	15.5	9.5	8.9	37.7	17.4	7.5	26.3
Physical Plant	36.2	7.9	11.6*	64.0	15.6	9.0	26.1
Extension & Public Services	3.2	63.2**	6.0	78.5	1.0	35.6***	37.0
Total	21.4	13.2	6.8	46.7	18.6	12.7	33.6

* 7.0% if the funding for the operation and maintenance of the new facilities in Science II is excluded, 3.6% if energy inflation money is also excluded.

** 25.8% without Institute for Policy Studies.

*** 4.1% without Institute for Policy Studies.

PORTLAND STATE UNIVERSITY
BUDGET AND EXPENDITURES BY FUNCTION*

FUNCTION	74-75				75-76				76-77				77-78	
	Beginning Budget	% of Total	Actual	% of Total	Beginning Budget	% of Total	Actual	% of Total	Beginning Budget	% of Total	Actual	% of Total	Beginning Budget	% of Total
Instruction	\$10,340	57.1	\$10,737	56.7	\$12,573	57.2	\$12,821	57.2	\$14,275	57.3	\$14,527	57.5	\$15,142	57.0
Summer Session	1,212	6.8	1,148	6.1	1,316	6.0	1,322	5.9	1,570	6.3	1,621	6.4	1,645	6.2
Academic Support	1,621	8.8	1,557	8.2	1,926	8.8	1,932	8.6	2,137	8.6	2,240	8.9	2,260	8.5
Student Support	1,073	5.9	1,235	6.5	1,353	6.1	1,447	6.5	1,576	6.3	1,523	6.0	1,658	6.2
General Instit. Support	1,901	10.5	1,864	9.9	2,195	10.0	2,189	9.8	2,403	9.7	2,354	9.3	2,618	9.8
Physical Plant	1,815	10.0	2,188	11.6	2,472	11.2	2,530	11.1	2,668	10.7	2,758	10.9	2,977	11.2
Extension & Public Services	<u>158</u>	<u>.9</u>	<u>192</u>	<u>1.0</u>	<u>163</u>	<u>.7</u>	<u>194</u>	<u>.9</u>	<u>266</u>	<u>1.1</u>	<u>263</u>	<u>1.0</u>	<u>282</u>	<u>1.1</u>
TOTAL	\$18,120	100.0	\$18,921	100.0	\$21,998	100.0	\$22,435	100.0	\$24,895	100.0	\$25,286	100.0	\$26,582	100.0
Reserves	21				(23)				45				(38)	

*Dollars are expressed in thousands.

BUD - 9/20/77

PORTLAND STATE UNIVERSITY
BUDGET AND EXPENDITURES FOR INSTRUCTION*

	74-75				75-76				76-77				77-78	
	Beginning Budget	% of Total	Actual	% of Total	Beginning Budget	% of Total	Actual	% of Total	Beginning Budget	% of Total	Actual	% of Total	Beginning Budget	% of Total
Arts & Letters	\$ 2,386	23.4	\$ 2,489	23.2	\$ 2,769	22.7	\$ 2,837	22.1	\$ 3,083	22.6	\$ 3,150	21.7	\$ 3,302	22.7
Science	2,532	24.8	2,767	25.8	3,148	25.8	3,374	26.3	3,455	25.4	3,878	26.7	3,614	24.9
Social Science	2,057	20.1	2,031	18.9	2,361	19.3	2,369	18.5	2,638	19.4	2,674	18.4	2,737	18.8
Business Admin.	1,006	9.9	1,104	10.3	1,274	10.4	1,384	10.8	1,418	10.4	1,607	11.1	1,530	10.5
Education	782	7.7	836	7.8	927	7.6	1,011	7.9	1,042	7.7	1,126	7.7	1,120	7.7
Social Work	321	3.1	317	2.9	378	3.1	414	3.2	441	3.2	477	3.3	503	3.4
Urban Affairs	356	3.5	376	3.5	437	3.6	453	3.6	524	3.8	544	3.7	592	4.1
Health & P. E.	402	3.9	409	3.8	484	4.0	491	3.8	536	3.9	539	3.7	593	4.1
Other Programs	<u>368</u>	<u>3.6</u>	<u>408</u>	<u>3.8</u>	<u>432</u>	<u>3.5</u>	<u>488</u>	<u>3.8</u>	<u>489</u>	<u>3.6</u>	<u>532</u>	<u>3.7</u>	<u>547</u>	<u>3.8</u>
TOTAL	\$10,210	100.0	\$10,737	100.0	\$12,210	100.0	\$12,821	100.0	\$13,626	100.0	\$14,527	100.0	\$14,538	100.0
Undistributed**	131				363				648				604	

*Dollars are expressed in thousands.

**Undistributed includes funds for Academic Computing and Equipment.

ANNUAL REPORT
March 29, 1978

The University Athletic Board is composed of seven faculty members, one student member, one community member, and seven ex-officio members, including: the Intramurals Director, the Faculty NCAA Representative, the Vice-President for Finance and Administration, the Intercollegiate Athletic Director, the Dean of H. & P.E., and the Student Coordinator of Club Sports. The board serves as the institutional advisory body to the President and Faculty Senate in the development of and adherence to, policies and budgets governing the University's programs in intercollegiate athletics, intramurals, club sports, and general student recreation.

In the past twelve months the University Athletic Board has concerned itself with a number of tasks. The UAB has:

- A. Reviewed, recommended modifications, and approved the budgets for intercollegiate athletics, intramurals, club sports, and general student recreation for 1978-79.
- B. Requested supplemental Incidental Fee funds for national tournament travel expenses for successful PSU athletic teams.
- C. Requested supplemental Incidental Fee funds for program improvement requirements for sports and athletics when these were found to be inadequate.
- D. Monitored Portland State's continued interest in a conference affiliation for men's intercollegiate athletics.
- E. Recommended a continuation of the eligibility requirements for four-year transfers in the sport of football.
- F. Recommended certifying men's fencing as a varsity sport for the purposes of national tournament competition.
- G. Served on advisory committees for personnel matters in intercollegiate athletics (individual members).
- H. Discussed outcome of the 1978 NCAA Convention and its pertinent implications for intercollegiate athletics at Portland State.
- I. Reviewed progress of the Viking Athletic Association.
- J. Recommended that Portland State declare Division I-AA for the purposes of NCAA membership in the sport of football.
- K. Recommended that Portland State seek an associate membership in the Pacific Coast Athletic Association in the sport of wrestling.

- L. Initiated a review of student eligibility requirements for participation in intercollegiate athletics.
- M. Reviewed the philosophy and structure of the club sports program and the intramurals program.

University Athletic Board Members

James Kimball, Chairperson
Charles Bolton
Robert Casteel
Colin Dunkeld, Subcommittee Chairperson
(Club Sports)
Gene Hakanson
Ansel Johnson
Frank Lagesen
Linda Neklason

Max Rae

Library
Sociology
Speech Comm.
Education

Counseling Cen
Earth Sciences
Community Memb
Health and Phy
Education
Student Member

Ex-officio Members

Charles Becker
Intramurals Director
Scott Durdan
Faculty NCAA Representative
Roy Love
Athletic Director
Marlene Piper
Associate Athletic Director
Lee Ragsdale
Dean, HPE
James Todd
Vice-President for Finance and Administration
Sue Osborn
Student Coordinator, Club Sports

Health and Phy
Education
Business
Administration
Athletics

Athletics

Health and Phy
Education
Finance and
Administration
Health and Phy
Education

PORTLAND STATE UNIVERSITY

Annual Report of the University Scholars Board

1977-78

TO: Grover Rodich, Presiding Officer of the Senate

FROM: Mary Lou Daily, Chairperson, University Scholars Board

Committee Members:

Andries Deinum
George GuyRobert Good
Charles LeGuinKathleen Greey
Margaret Palmer

Student Members:

Geoffrey Burling

Amanda Eurich

For most of the academic year the University Scholars Board has been deliberating changes in the University Scholars Program that were proposed in the fall by Michael Beardon, the Director of the University Scholars Program. The Board found merit in some of the changes advocated by Professor Beardon, but it did take issue with the substitution of the sequence Science and Humanities I,II,III for the basic Scholars course Language, Self, and Society (LSS). Ordinarily, freshman entering the Scholars Program are required to take the course designated as the basic USP course.

After being informed on March 2, 1978, by the Dean for Undergraduate Studies that the USP budget would be reduced if Science and Humanities I-VI were to be offered outside of the University Scholars Program, the Board approved the substitution of a restructured Science & Humanities I,II,III for Language, Self, and Society. In effect, this means that LSS will not be offered in the future.

A concern shared by the Board and Professor Beardon is the lack of a science requirement in the Scholars Program. A committee from the College of Science is currently studying this matter.

PORTLAND STATE UNIVERSITY
Annual Report to the Faculty Senate
1977-78
Teacher Education Committee

The Committee:

Whitney Bates	Social Science
Marjorie Enneking	Science
James Hale, Chairman	Education
Carol Healy	Arts and Letters
Sherrill Denise Redfield	Student
Leonard Robertson	Business Administration
Hugh Smithwick	Health and Physical Education
William Spencer	Student

Ex Officio

Mike Carl	Education
Kathleen Greey	Library
Ronald Petrie	Education
George Timmons	Education

The Committee advises the School of Education Faculty and the School of Education Curriculum Committee on substantive curricular matters affecting professional certification in education or related program concerns.

The Committee meets monthly if there is business to transact.

Summary of activities since the 1976-77 report to the Senate:

Discussed and sought clarification from TSPC on the new certification rules. (continuing)

Recommended approval of the "Basic Driver Education Certification Program," ex post facto.

Recommended that all course proposals for upper division and graduate courses in education either list prerequisites or state the reasons why there are no prerequisites. In the future, the TEC will not recommend approval of course proposals which do not list prerequisites or reasons for none.

Recommended approval of course revisions for Ed 450 Early Childhood Education: Growth and Development, Ed 451 ECE; Curriculum, Ed 452 ECE: Programs, and Ed 453 Parent and Community Relations with editorial changes.

Recommended approval of course revision (add grad credit) for Ed 469(G) Developmental Reading and Composition with editorial changes.

Recommended approval of the course revisions for Ed 4xxG Corrective Reading: Elementary, and Ed 4xxG Corrective Reading: Secondary, with the understanding that no new money is required and no new faculty will be requested. Recommended minimum prerequisites of Ed 356 and Ed 361 for the elementary course and Ed 469 for the secondary course.

Recommended approval of the proposed courses Ed 5xx Enriching Reading in Secondary Schools, and Ed 5xx Reading for the Creative and Gifted.

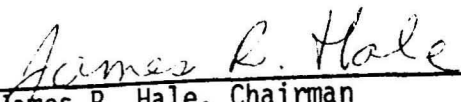
Recommended approval of the proposed course Ed 5xx Implications of Vision Problems of Children and Youth with editorial changes.

Recommended approval of the course revisions for Ed 4xx(G) School Reading Centers, Ed 4xx(G) Advanced Techniques in Reading: Disabled Learner, Ed 5xx Administration of School Reading Programs, and Ed 5xx Current Approaches to Reading.

Sent the proposed course Eng 495/Educ 495 Tesol Methods back for clarification of the credit hour and contact hour discrepancy and for evidence of Department approval.

The Committee discussed and recognized the inconsistencies in the TSPC study on teacher placement. The Committee recommended that the School of Education follow-up study be strengthened by increasing the sample size in the telephone survey.

The Committee requested that the School of Education resubmit an admissions statement for catalog copy.


James R. Hale, Chairman

MEMORANDUM

April 17, 1978

TO: Professor Earl Rees, Secretary of the Faculty

FROM: Victor C. Dahl, Chairman
Advisory Council

YN

SUBJECT: Constitutional Amendments

At its meeting held on April 13, 1978, the Advisory Council reviewed the amendments to the Faculty Constitution that were read at the Faculty Senate meeting held on April 3, 1978, and determined that both amendments were satisfactory in form and numbering.

Some members expressed concern as to clarity of meaning and intent of the proposed amendment to Article V, Section 1. 1). The final sentence does not specify the intended meaning of the word "attached", nor does it clearly set forth which academic officer would be responsible for designating the appropriate school, college or instructional unit. Inasmuch as the amendment refers to "academic programs," very likely the Vice President for Academic Affairs should be designated as the responsible officer for this purpose.

The amendment regarding title changes to reflect organizational structure seems to conform fully to accepted constitutional usages and practices. The same purpose might be more easily achieved in the future by amending Article VIII with a statement that such perfunctory designations may be made routinely by the Faculty Secretary with the advice and consent of the Senate and/or its steering committee.

You may wish to convey this advice to the Senate Steering Committee for its consideration.

Proposed Amendment to provide Senate Representation for Instructional
Faculty in Academic Schools, Colleges, and Instructional Units -
Second Reading - Halley

Article V. Senate.

Section 1. Membership.

1)

2) Elected Members. Elected members of the Senate shall be chosen from the members of the Faculty. Representation shall be proportional by division. Elected members shall have full right of discussion, making of motions and voting. For the purpose of representation, the word "division" shall mean an instructional school or college, or instructional unit which reports directly to the Vice-President for Academic Affairs; the Library; and all other faculty jointly as a single entity. The Vice-President for Finance and Administration shall act as chief administrative officer for the latter capacity. Academic programs with regular faculty, that are not in any "division", shall be attached to an appropriate school, college or instructional unit for representation purposes.
(See Article V, Section 2, Paragraph 1.)

Constitutional Housekeeping Corrections - Second Reading - Rodich

Amendment: The Senate Steering Committee recommends the following changes with reference to titles and organization structure: Vice-President for Administration will read Vice-President for Finance and Administration, Dean of Students will read Vice-President for Student Affairs, Department of Health and Physical Education will read School of Health and Physical Education, Director of Men's Athletics will read Director of Athletics, Director of Women's Athletics will read Associate Director of Athletics, Director of Student Recreation will be deleted.

April 13, 1978

TO: Faculty Senate

FROM: Leon J. Richelle, Vice President for Academic Affairs *LR*

The attached proposal for an Administration of Justice off-campus degree program has been reviewed by appropriate University Committees and by the Departments asked to participate in the program. The comments and recommendations of the Committees and Departments regarding the proposal are as follows:

ADMINISTRATION OF JUSTICE

We have carefully evaluated our experiences with the off-campus program during the past year, and at this time confirm our full support for the concept on which it is based. This support is not unqualified, however. We share the concerns of our colleagues about the difficulty of maintaining academic excellence in off-campus courses. And we are prepared to devote sufficient effort to implement the various procedures that have been suggested by the several committees and departments that have reviewed the proposal.

We are also concerned about the financial support necessary to insure the delivery of high quality education to off-campus students. Our experience with the program has made us quite aware of the complex and time-consuming tasks associated with the administration of such a program. Our existing resources are barely adequate to support our on-campus degree program, and we are not prepared to absorb the additional costs related to an off-campus program--particularly when its activities involve at least four departments in two different schools. Our continued support, therefore, is dependent on an administrative arrangement that can provide effective coordination, as well as adequate funding for program activities.

POLITICAL SCIENCE DEPARTMENT

Approved conditionally the principle of participation in the "off-campus" bachelor's degree program in Administration of Justice, with the proviso that the matter be referred again to the Department for review and evaluation in the academic year 1981-82.

PSYCHOLOGY DEPARTMENT

Approved the proposal with the following conditions: (1) admission to the program be limited to one calendar year (starting September 1, 1978) with the assurance that students who are accepted during that time period and who make acceptable progress be permitted to complete the program. (2) the program be reviewed during the 1981-82 academic year to determine the feasibility of continuance.

SOCIOLOGY DEPARTMENT

The Sociology Department has been unable to schedule a meeting to consider the proposal prior to the senate guideline for publishing agenda items. Present plans are to meet prior to the May 1st Senate meeting; their action will be reported at the Senate meeting.

ACADEMIC REQUIREMENTS COMMITTEE

Recommended approval with the provision that participating Departments must maintain the academic integrity of the program. The participating departments are responsible for hiring qualified faculty, monitoring the performance of the faculty, and evaluating the quality of students' performance in appropriate courses.

SCHOLASTIC STANDARDS COMMITTEE

At its meeting of April 7, 1978, the Scholastic Standards Committee considered the proposal for an off-campus degree program in Administration of Justice and voted to make neither a positive nor negative recommendation about the program. The Committee expressed its concern about the difficulty of maintaining academic standards in an off-campus program. If the participating Departments in the proposed program, the Faculty Senate, and the Administration approve the program, the Committee believes that the following procedures are essential if the Committee is to evaluate the program to insure that academic standards are maintained to protect the reputation of the University:

SCHOLASTIC STANDARDS COMMITTEE (continued)

1. Departments should submit annual reports regarding their participation in the program to the Scholastic Standards Committee by October 15 of each year so that the Committee may review the program and include its evaluation in the Committee's annual report to the Faculty Senate in December.
2. The Coordinator of the program should provide the Committee each term with the following information:
 - (a) The requirements for each course offered in the program.
 - (b) Enrollment data, including final grades, for each course offered in the program.

EDUCATIONAL POLICIES COMMITTEE

The Educational Policies Committee has reviewed the proposal for the establishment of an off-campus Administration of Justice program.

The Committee finds that this concept is in agreement with the proposed Goals and Mission Statement for Portland State University. This approach fits with the attempts of Portland State University to extend educational services into the community, meeting the needs of those who cannot spend a year or more on campus. The committee finds merit in proposals to bring innovative programs to Portland State University and the community it serves.

The proposed program raises two concerns. The program appears not to include adequate state support. This could result in a program with inadequate administrative support and leadership and could result in off-campus offerings being more like a group of courses rather than a complete program.

The modification of the residency requirements could result in a program of less than minimum standards. It is the feeling of the committee that any such modification in residency requirements should not come at the expense of quality education.

To insure that the standards of Portland State University are maintained it is the recommendation of the Educational Policies Committee that:

1. this program be supported on an experimental basis, and its output should be fully evaluated in terms of quality instruction, number graduated, acceptance of the degree, etc.
2. that any new off-campus degree programs meet the following standards.
 - A. That strong academic standards be developed to insure that the program is truly a University level program and that the graduates are comparable to those who would complete the same program on campus.
 - B. That state support and therefore FTE be available to the University for the program.
 - C. That adequate resources be devoted to the program so that it has strong administration and is truly a program and not a collection of courses.
 - D. That Portland State University administer the programs.

ADMINISTRATION OF JUSTICE

Baccalaureate Degree through an Off-Campus Program

PROPOSAL:

To offer a baccalaureate degree in Administration of Justice through an off-campus program which would provide 78 upper division credits from currently approved PSU courses. Students will transfer up to 108 lower division credits into the program. All but 9 credits of the 54 required for distribution requirements will have been earned at the local centers prior to entering the program. The nine upper division hours required for the distribution requirements will be from approved PSU courses offered at the centers. The 45 credits required for residency will be designated approved PSU courses. One three-hour major course will be taught on campus. In addition to the Administration of Justice, three other academic departments - Sociology, Psychology, and Political Science will be asked to participate in the program.

OBJECTIVE:

The specific objective of the program will be to provide an opportunity for a large number of Oregon police officers, who cannot commute to a four-year college or university, to complete the upper division requirements for PSU's Administration of Justice baccalaureate degree. A more general objective will be to prepare students for advancement in public service careers. Both objectives are consistent with the goal of the School of Urban Affairs to allow students with interests in such urban problems as crime and criminal justice to take advantage of the resources of an urban university.

Evidence of need and student population to be served:

Law enforcement officers who work at some distance away from four-year institutions have been forced to accept the associate degree as their terminal degree. Over 250 potential students have been identified, all of whom will have earned equivalent to at least 90 college credits and are interested in working towards the baccalaureate degree in Administration of Justice through the PSU off-campus program. It is anticipated that most of the identified law enforcement officers who need the Administration of Justice Baccalaureate Degree will have finished their studies by the end of the 1982-83 academic year. Six potential study centers have been identified -- Astoria, Coos Bay, Roseburg, Ontario, Pendleton, and The Dalles. Meetings have been held with representatives from adjacent law enforcement agencies and community colleges that will be affected by the proposed study centers. Their response has been supportive and cooperative. The Ontario and The Dalles centers are not being considered during the initial stages of development. The former because of administrative problems caused by the distance from the PSU campus and the latter for lack of library resources.

Areas of Concern:

Four areas of concern are addressed in order to maintain high standards of instructors and to insure students with adequate academic background and proven scholarship are selected.

1. Adequate physical facilities:

All classes will be held on the community college campuses. The community colleges have readily agreed that regular classroom space will be provided as well as necessary teaching aids.

2. Adequate library resources:

Each participating department will submit a required reading list for the designated courses. The community college will indicate those books they have locally. These community college lists will be submitted back to the departments for approval. If inadequate library sources exist for a given course, that course will not be offered until there is concrete evidence the deficiency has been corrected. Two of the community colleges have offered to purchase required books they do not presently have in their library.

3. Adequacy of instructional staff:

Each participating department will be asked to provide the minimum criteria necessary for an instructor for each designated course. A community college administrator, usually the Dean of Instruction, will be asked to recruit members of his staff and professionals in the community with these qualifications. Those instructors who desire to teach in the program will be asked to submit a PSU application and vita to the cognizant department. If no qualified instructor exists within a center for a given course that course will not be offered until a qualified instructor is available.

4. Selection of students:

All students must meet the admission requirements of the university before they will be considered by the major department for entrance to the program. The Administration of Justice Department will require that all candidates meet the admission requirements for their major. All prospective candidates will have completed an associate degree or equivalent from one of the cooperating community colleges. In some instances the associate degree will contain non-transferable courses. In such instances the current practices for evaluating voc-tech courses will be followed. Students will be expected to make up any deficiencies caused from loss of transferable credits.

Each departmental faculty will be asked to approve the program as outlined. The program will not be implemented until all departmental objectives have been met.

Monitoring and Evaluation:

In order to insure the maintenance of instructional standards of the off-campus program the Dean of Undergraduate Studies in cooperation with the cooperating departments will have the responsibility for monitoring all policies and procedures on an on-going basis.

The Scholastic Standards Committee will be asked by the Dean for Undergraduate Studies to assist the participating departments in a periodic evaluation of the off-campus program to insure that academic standards are being maintained to protect the reputation of the University.

Use of DCE:

Present policy does not allow PSU to take credit courses off-campus except through the administration of the DCE. The DCE involvement for this program will be limited to paying the instructors, registering the students and recording of the grades.

Other implications:

It should be stressed that the proposal will require a significant modification of the PSU residence requirements. PSU has a current policy of accepting residence credit for students participating in the Oregon State System Interinstitutional Programs Abroad, and the Malhuer Environmental Field Station. There has been no attempt to alter any other existing requirements for the degree. Adequate on site advising procedures will be provided for the students. At present a half-time position supported by a grant has been providing this service.

LRP:lw
3/24/78

TO: Members, Faculty Senate

FROM: Graduate Council

SUBJECT: Program Proposal: MASTER OF TAXATION DEGREE PROGRAM

The Graduate Council recommends to the Faculty Senate approval of the attached proposal for a Master of Taxation Degree Program.

Submitted by:

The Department of Accounting
School of Business Administration
Portland State University

Sequence of Action:

Request prepared by

William W. Wattle
Michael R. Danner

Date 3/10/76

Date 3/10/76

Approved by Department Head

Michael R. Danner

Date 3/10/76

Approved by Departmental
Curriculum Committee

Donald J. Lang

Date 3/15/76

Approved by School of
Business Administration
MBA Program Committee

Roger Moreley

Date 3/15/76

Approved by Dean of
School of Business Admin-
istration

Donald Parker

Date 3/15/76

Master of Taxation

Abstract

The Department of Accounting of Portland State University proposes a master's degree in taxation. The primary goal of the program is to educate specialists in the administration and interpretation of our tax system. The need for specialists trained at the graduate level has been created by the increasing complexity of tax laws and the lack of extensive tax education in undergraduate programs.

The program will attract mostly part-time students who are currently pursuing tax careers with public accounting firms, industry and government in the Portland metropolitan area. PSU's community-university "Vital Partners" role is supported therefore by this program.

Approximately 60 students are presently taking elective graduate tax courses. These courses--as many as ten per year--have been offered to meet demand from the professional community and to substantiate the considerable interest in a Master of Taxation degree. The courses and MT are designed to create well-rounded tax professionals who understand the workings of our tax system, the technicalities of tax compliance, and the management of taxes through appropriate planning.

The program is coordinated with course offerings in the Economics and Finance/Law Departments to maximize utilization of current educational resources. No new full-time faculty will be necessary since PSU currently has several tax scholars. A few part-time faculty will supplement the full-time instructors in courses requiring specialized expertise. Our library is already well equipped to support this program.

The program and its development is being monitored by an advisory committee of community leaders in taxation. Their assistance will ensure the maintenance of a first-rate, professional program that will be unique in the Northwest.

PORTLAND STATE UNIVERSITY

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM
LEADING TO THE MASTER OF TAXATION DEGREE

DESCRIPTION OF THE PROGRAM

1. Definition of Academic Area

- a. Define or describe the academic area or field of specialization with which the proposed program would be concerned.

The proposed degree is concerned with the area of individual and business taxation.

- b. What subspecialties or areas of concentration would be emphasized during the initial years of the program?

The Master of Taxation is concerned with the very specific area of taxation. The emphasis in the program will be on income and non-income taxation of a variety of business and legal entities.

- c. Are there other subspecialties the institution would anticipate adding or emphasizing as the program develops?

No.

- d. Are there subspecialties that you intend to avoid in developing the program?

No.

- e. When will the program be operational if approved?

Many of the courses designed for the program are currently being offered as Actg. 507 electives. The program can function immediately with existing faculty and adjunct appointments.

2. Department, University, or School Responsible

a. What Department, College, or School would offer the proposed program?

The Department of Accounting, School of Business Administration, Portland State University would offer the program. Admission and record keeping services will generally be assisted by the Office of Graduate Studies and Research.

b. Will the program involve a new or reorganized administrative unit within the institution?

No.

3. Objectives of the Program

a. What are the objectives of the program?

Current economic events have brought sharply into focus the interrelationship of tax policy, social goals, and the financial security of the American people. As tax laws become more complex, the necessity of having highly-trained specialists in the community to assist in the administration and interpretation of the tax system becomes obvious. These professionals must have a perspective extending far beyond the details of the Internal Revenue Code. They must be leaders in understanding the functions and limitations of revenue laws, in communicating their knowledge to government as well as to the public, and in assuring the efficacy and fairness of the tax system. The training of such professionals is the objective of a graduate program in taxation. More specifically, the program has the following goals:

1. to educate individuals in the technicalities of compliance with Federal, state and local tax laws;
 2. to promote understanding of tax systems and the ethical and legal responsibilities of practitioners within them;
 3. to develop professionals who can integrate related tax areas so that taxes may be planned and appropriately managed;
 4. to foster independent thinking in tax students and thus produce graduates who can recognize tax problems as well as solve them.
- b. How will the institution determine how well the program meets these objectives?

An advisory committee of local leaders of the tax profession has already been formed to recommend program structure and to evaluate the results of the program in terms of the quality of its graduates.

This proposal incorporates curriculum recommendations that were the consensus of this committee during a series of meetings in January, 1977. The members of the advisory committee and their affiliations are as follows:

Mr. Edward Denniston
Corporate Tax Director
Evans Products

Mr. Myron Fleck
Tax Partner
Coopers & Lybrand

Mr. William Gregory
Tax Partner
Arthur Andersen & Co.

Mrs. Sarah Harlan
Tax Partner
Arthur Young & Co.

Mr. Terrence Healy
Tax Partner
Haskins & Sells

Mr. Thomas Latter
Tax Partner
Touche Ross & Co.

Mr. Leighton Platt
Tax Partner
Peat Marwick Mitchell & Co.

Mr. R. David Sanborn
Tax Partner
Moss, Adams & Co.

More formally, students will be surveyed periodically regarding their perceptions of the program. Questionnaires will be designed to review the achievement of the program objectives stated above. In three years, if a need is felt, a more extensive review of the program will be undertaken, including interviews and surveys of students, graduates, employers and local professional organizations concerning the program's quality and any need for revision.

c. How is the proposed program related to the mission and academic plan of the institution?

The Guidelines for Portland State University adopted on January 22, 1973, by the Oregon State Board of Higher Education recognize the obligation of an urban university to provide leadership and education, especially in urban-related careers. The Master of Taxation is designed to fill the community-university "Vital Partners" role.

d. If it seems pertinent to the subject area in question, what are the employment outlets and the employment opportunities for persons who would be prepared by the proposed program?

The Master of Taxation will serve primarily a group of professionals already employed or practicing in the fields of public accounting, law, industrial and commercial accounting, and government service. Undoubtedly, some students will continue directly from the Bachelors degree in Business Administration or, perhaps, law school to the Master of Taxation. These students will likely find employment with national regional CPA firms, law firms, large industrial firms, banks, and in government service. (See section 9 for more details and Appendix II for letters from prospective employers.)

4. Relationship of Proposed Program to Other Programs in the Institution.

List the closely related programs and areas of strength currently available in the institution which would give important support to the proposed program.

a. Related programs.

At the present time less than 40 out of more than 300 students enrolled in the Master of Business Administration program have sufficient accounting backgrounds to be considered viable candidates for the Master of Taxation program. The two programs appeal to such different audiences (MBA: broad management interest v. MT: focused professional tax practice) that little shifting is expected from the MBA to the tax program. We shall be drawing from a previously untapped market--those people already in or desiring to enter professional tax practice.

Students in the tax program will have available as much as 15 hours of electives outside of the tax program. Some of these students will elect courses from the MBA program. To this extent, an increase in demand for sections in the MBA program will be experienced. The estimated 60 active students in the Master of Taxation program will result in increased demand for MBA sections of an estimated one equivalent section per year.

The proposed tax program relates to the Master of Public Administration program in that students in both programs may share experiences in six hours of economics (see 4b below) devoted to examining the impact of

government spending and taxation policies. Beyond this, some tax students will desire to pursue a minor in Public Administration.

b. Areas of strength.

The Economics Department has developed a six-hour program in the economic implications of government spending and taxation for the Master of Public Administration degree program. This strength provides excellent support for the Master of Taxation program. The Finance/Law Department is offering courses in estate planning and pension plans. In addition, the Law faculty of the Business School has capabilities in the interpretation of tax laws and administrative and judicial rulings. This strength in Fin/Law also creates additional support for the Master of Taxation program. Both departments will support the proposed program in terms of negotiating structure, frequency and timing of course offerings. (See Appendix I.)

5. Course of Study

a. Describe the proposed course of study.

The Master of Taxation degree program is designed for those persons who wish to develop a professional competence in tax administration. Candidates may be drawn from students with undergraduate degrees in accounting and business administration and from other areas (with other degrees) where individuals are professionally involved in tax practice, business management, law and government.

Required Core Courses (For short course descriptions of accounting courses see Appendix III.)

<u>Dept.</u>	<u>Course Title</u>	<u>Credits</u>	
Actg. 5xx	Tax Research Methods	3	
Actg. 5xx	Tax Theory and Applications	3	
Actg. 5xx	Current Tax Developments	3	
Actg. 5xx	Corporate Taxation I	3	
Actg. 5xx	Tax Planning	3	15

Any 15 credits from the following:

Econ 429g	Public Spending and Debt Policy	3	
Econ 430g	Taxation and Income Policies	3	
Fin/L 420g	Private Retirement Plans	3	
Fin/L 455g	Estate Planning	3	
Actg. 5xx	Taxation of Property Transactions	3	
Actg. 5xx	Partnership Taxation	3	
Actg. 5xx	Corporate Taxation II	3	
Actg. 5xx	Fiduciary Income Taxation	3	
Actg. 5xx	Federal and State Tax Procedures	3	
Actg. 5xx	State and Local Taxation	3	
Actg. 5xx	International Taxation	3	
Actg. 5xx	Tax Accounting Problems	3	
Actg. 5xx	Computer Applications in Taxation	3	15

An additional 15 credits of approved graduate work complete the requirements for this degree. This final requirement is intentionally non-specific to provide mature students with diverse interests and backgrounds maximum flexibility in developing unique programs to meet their needs. Additional courses from the second category above may be included here.

15

Total credits required

45

Research Requirement

No formal thesis is required for completion of the degree.

Current Tax Developments is designed to be an integrative course with emphasis placed on research and writing.

- b. What elements of this course of study are presently in operation in the institution?

The following 14 courses are currently offered at PSU:

		<u>Credits</u>
Fin/L 420g ¹	Private Retirement Plans	3
Fin/L 455g	Estate Planning	3
Econ 429g	Public Spending & Debt Policy	3
Econ 430g	Taxation and Income Policies	3
Actg. 507a	Corporate Taxation I	3
Actg. 507b	Corporate Taxation II	3
Actg. 507c	State and Local Taxation	3
Actg. 507d	Tax Research Methods	3
Actg. 507e	Tax Theory and Application	3
Actg. 507f	Current Tax Developments	3
Actg. 507g	Fiduciary Income Taxation	3
Actg. 507h	Taxation of Property Transactions	3
Actg. 507i	Partnership Taxation	3
Actg. 507j	International Taxation	3
Total		<u>42</u>

- c. How many and which courses will need to be added to institutional offerings in support of the proposed program?

The following 3 courses would need to be added:

		<u>Credits</u>
Actg. 5xx	Federal and State Tax Procedures	3
Actg. 5xx	Tax Accounting Problems	3
Actg. 5xx	Computer Applications in Taxation	3
Total		<u>9</u>

¹

Fin/L 420g is listed in the current catalog as Fin/L 420. However, the Fin/L Department is submitting a course change proposal to offer this course for graduate credit.

6. Requirements

- a. Please list any requirements for admission to the program that are in addition to admission to the institution.

Applicants for admission to the Master of Taxation degree program must meet the University requirements for admission to graduate courses and programs (1976-77 PSU Catalog, p. 36). Applicants who at the time they seek admission have already taken the Graduate Record Examination (GRE), Law School Admission Test (LSAT), or Graduate Management Admission Test (GMAT) will have the test results sent to the School of Business Administration. Applicants who have not taken one of the above entrance examinations must take the Graduate Management Admission Test (GMAT) and have the results sent to the School of Business Administration.

In general, students will be selected from among those available on the basis of proven ability to perform successfully in the complex environment of taxation. Indicators such as undergraduate GPA, GMAT scores, etc., will be considered in selecting candidates. Because of the diversity of backgrounds from which students for this program will be drawn, entrance qualifications will remain flexible in order to admit applicants with varied occupational qualifications.

In order to provide the requisite accounting background for this Program, students will be required to show evidence of completion of two terms of intermediate accounting theory (at least 6 credits) and one term of Federal income taxation (at least 3 credits) or the equivalent. Students with only an introductory accounting knowledge

may enter the program, but an intermediate-level knowledge must be attained before graduation unless a waiver is granted by the graduate tax faculty. Any waiver of this accounting knowledge requirement will be based on a student's demonstrated competency in the area or non-accounting career goals.

b. Will any enrollment limitation be imposed?

Enrollments will be limited in two instances: (1) if the demand for class sections outstrips the ability to staff them; or (2) if the projected supply of trained professionals exceed projected demand for highly-trained tax professionals. The first instance might occur, while the second instance is an unlikely event when current trends are extrapolated.

In the event of required limitations, two alternative methods or their combination are available to curtail enrollments. First, the admission requirements for this program can be upgraded. In addition, class enrollments can be restricted to degree-admitted students.

7. Relationship of Proposed Program to Future Plans.

a. Is the proposed program the first in several curricular steps?

Yes. Once the Master of Taxation degree program is in successful operation, the School intends to assess demand for and possibly propose a Master of Professional Accounting degree program in accounting. The School chooses to propose the taxation program first for the following reasons: (1) the professional accounting community has demonstrated substantial interest in this specific program; (2) the proposed program does not compete in any way with existing programs in the state; (3) the departments of Accounting and Finance Law have well qualified faculty already on the

staff and available in the community to offer such a program; and (4) the relationship among undergraduate certificate programs in professional accounting, professional schools of accounting, and Master of Science degree programs in professional accounting is a current topic for active debate among accounting educators. The success of a Master of Taxation program is in no way dependent on the institution of the Master of Professional Accounting degree.

b. If so, what are the next steps to be?

In the event the department proposes a Master of Science in Professional Accounting, the several schools in the nation that have instituted such unique programs will have sufficient experience to provide guidelines for the development of such a program. The American Institute of Certified Public Accountants has been persuasive in arguing for a closer alliance between accounting educators and practicing professionals. The Institute is moving toward separate accreditation for accounting programs in order to foster this closer relationship.

8. Accreditation of the Program

a. Is there an accrediting agency or professional society which has established standards in the area in which the proposed program lies?

There are no known standards established specifically for graduate tax programs. The American Assembly of Collegiate Schools of Business accredits schools of business administration.

b. If so, does the proposed program meet the accreditation standards?

The proposed program does support the accreditation of the School of Business Administration.

c. If the proposed program is a graduate program, is the undergraduate program fully accredited?

The undergraduate program in Business Administration is fully accredited. There is no separate accrediting agency at the present time for accounting or tax programs.

NEED

9. Evidence of Need

What evidence does the institution have of need for the program?

Several sources of demand for graduate study in taxation exist in the Portland metropolitan area:

1. CPAs already practicing in taxation who want to expand the breadth and depth of their skills.
2. Attorneys who wish to develop additional competency to practice taxation along with their law practice.
3. Private accountants involved with tax work for their employers.
4. Undergraduate students desiring entry level skills for professional tax practice with CPA firms.

Thus, the needs that the proposed program will fill are basically two. First, at the job entry level the program will supply at least a part of the needs of CPA firms and industrial firms for well trained but

inexperienced tax practitioners. Second, the program will provide the opportunity for practicing professionals (corporate accountants, CPAs, lawyers, and government tax accountants) to systematically upgrade their skills in taxation. The new law requiring CPAs to obtain 40 clock hours per year of continuing education will provide further impetus to the program.

Appendix II contains numerous letters from prospective employers and other interested parties. These letters demonstrate a very sincere desire for PSU to institute this program.

10. Student Interest

- a. What is the estimated enrollment and the estimated number of graduates of the proposed program in the next five years?

During academic 1974-75, 1975-76 and 1976-77, the Department of Accounting has offered up to seven sections of graduate tax courses per year to accommodate requests from the professional accounting community. Approximately 40 students will have completed nine hours of graduate tax electives by the end of spring quarter 1977, and some students have completed twice as many hours. Perhaps 25 of these students will continue in the Masters program. Approximately 20 new students are expected to enroll in available electives during academic 1977-78. New enrollments fall 1978 will approximate 25 students. Beginning in 1978-79 the department anticipates 10 students receiving the degree and in 1979-80 and thereafter at least fifteen graduates per year.

- b. If the proposed program is an expansion of an existing one, give the enrollment over the past five years.

See 10 above.

- c. Is the proposed program intended primarily to provide another program option to students who are already being attracted to the institution, or is it anticipated that the proposed program will draw its clientele primarily from students who would not otherwise come to the institution were the proposed program not available there?

Since this is a new program in a highly specialized area, we believe that very few of these students would attend PSU if it were not for this program.

11. Manpower Needs

- a. Identify statewide and institutional service area manpower needs the proposed program would assist in filling.

In estimating the size of the potential market for the MT degree, a small sample of large- and medium-sized CPA firms, one large industrial firm, the State Society of CPAs, and one large Master of Taxation degree program were contacted. In each case, the number of tax specialists employed or students enrolled for the year 1969, 1973 and 1976 were obtained, and in the case of the two CPA firms, estimates of 1981 employment were obtained. Results of this survey are summarized in Table 1. Table 2 extrapolates the data to estimate the current total of potential enrollments in MT courses.

TABLE 1

Growth Trends in Demand for Tax Specialists

<u>Public Accounting Firms</u>	<u>1969</u>	<u>1973</u>	<u>1976</u>	<u>Est. 1981</u>
Number of tax specialists in Portland CPA office				
National firm #1	4	11	17	33
#2	4	4	11	20
#3	10		21	
Regional firm #1	2	6	10	
Georgia Pacific tax department	4		8	
Oregon State Society of CPAs membership	1,036		1,787	
Seat count enrollment in Golden Gate University (San Francisco) Master of Taxation degree	28	305	607	
Student enrollment in under- graduate tax courses at PSU	196		394	

In the cases sampled, a compound growth rate of approximately 15 per cent to 20 per cent per year may be observed by reference to Table 1. Actually, this estimate is quite conservative since the 20-25 percent turnover factor in public accounting is ignored. In other words, to obtain a net increase of 5 employees over a 5 year period a firm needs to hire 10 or 11 people because, on the average, they lose one or two employees per year.

TABLE 2

Estimated Total Enrollment Pool

	<u>Number of Persons</u>
10 national firms x approximately 12 tax specialists	120
8 regional and large local firms x 8 tax specialists	64
8 private industrial firms with an average of 2 tax specialists	<u>16</u>
Estimated full-time tax specialist CPAs in Portland	200
1800 practicing CPAs in Oregon x 75% (in Portland area) = 1350 - 200 full time above = 1150 x 30% of time devoted to tax work = FTE tax practitioners	345
Undergrad accounting majors receiving degrees in Oregon = 480 x 10% interested in tax careers (actually 25-30% of a CPA's activity is in tax work)	48
Attorneys	<u>50</u>
Estimated total enrollment pool	<u><u>643</u></u>

- b. What evidence is there that there exists a regional or national need for additional qualified persons such as the proposed program would turn out?

The increasing complexity of the tax laws and their interpretation continue to increase the demand for trained professionals in the area of tax compliance and planning. At the present time there are approximately 20 Master of Taxation degree programs available in the nation. On the west coast, similar programs are available at the University of Southern California at Los Angeles and Golden Gate University at San Francisco. There are no programs available to serve the needs of the Pacific Northwest. (Golden Gate University has offered some extension tax courses in Seattle, Wn. during the past two years.) Both of these programs are considered to be active, viable programs with substantial enrollments. For example, Golden Gate University instituted a Master of Tax program in 1968. As portrayed in Table 1, the seat count enrollment was over 300 by 1973 and over 600 by 1976. This statistic provides some indication of the growth in demand for such educational service in major metropolitan areas in the West.

12. Special Interests and Other Needs

- a. Are there any other compelling reasons for offering the program?

Establishment of the proposed Master of Taxation program at PSU will make advanced tax education available to working, part-time students. In addition, such availability will have special significance for women and minorities who are unable to move to another region to obtain a Master of Taxation degree.

- b. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).

CPA firms, attorneys, government tax accountants, the State Society of CPAs and industrial tax specialists have expressed an active interest in the program. (See Appendix II.)

- c. Have any special provisions been made for making the complete program available for part-time or evening students?

The program is designed primarily for part-time evening students. As a result, classes will be offered in the late afternoon or evening.

13. Similar Programs in the State

- a. List any similar programs in the state.

There are no similar programs in the state.

- b. If similar programs are offered in other institutions in the state, what purpose will the proposed program have?

Not applicable.

- c. In what way, if any, will resources of any other institution be utilized in the proposed program?

The program will place no demands on any other institution.

It is designed to be self-supporting, utilizing only existing PSU resources.

14. Faculty

- a. List present faculty who would be involved in offering the proposed program, with pertinent information concerning their special qualifications for service in this area.

Several current full-time faculty members will be involved with the Master of Taxation program. These individuals come from a variety

of academic and professional backgrounds, which will add to the breadth of the proposed program.

The adjunct faculty listed below is comprised of part-time faculty who practice taxation full time. This is only a partial list of individuals who have substantial skills in the areas they are currently teaching for the Accounting Department.

Full-time Faculty

Robert Black, Ph.D., C.P.A., Assistant Professor
 Doctoral degree in Accounting from the University of Minnesota (Taxation minor from the School of Law).
 Director of PSU Tax Programs. Interests: Tax Research and Applied Tax Theory.

Curtis Levin, J.D., C.P.A., Assistant Professor
 Interests: Corporation and Tax Law.

Hjalmar Rathe, M.B.A., C.P.A., Associate Professor
 Former Director of PSU Tax Programs. Interests:
 Current Developments and Tax Practice.

William Schantz, J.D., L.L.M., Professor
 A Master of Tax Law from New York University. Interests:
 Corporate Taxation and Estate Taxation.

Richard Visse, D.B.A., C.P.A., Associate Professor
 Doctoral degree in Accounting from Arizona State University.
 Formerly taught and served on the advisory committee to the Graduate Program in Taxation at the University of Denver. Interests: Fiduciary Taxation and Applied Theory.

Adjunct Faculty

George Carney, J.D., Lecturer
 A graduate of Northwestern Law School. Mr. Carney is a District Conferee for the Internal Revenue Service.

Ed Denniston, J.D., Lecturer

Doctor of Jurisprudence from the University of San Francisco. Mr. Denniston is Vice President in charge of taxation for Evans Products. Primary areas of interest are State and Local Taxation.

Peter Osborne, J.D., L.L.M., Lecturer

L.L.M. Degree (in taxation) from the New York University School of Law. Attorney at Law with Anderson, Hall, Lowthian, Gross & Grebe, P.C. Mr. Osborne's practice has emphasized the areas of corporate taxation, estate planning, negotiations with the Department of Revenue and the Internal Revenue Service, charitable trusts, and net operating losses. His corporate practice has also dealt with liquidations, reorganizations, recapitalizations, acquisitions and sales.

Leslie Wellman, J.D., L.L.M., Lecturer

L.L.M. degree (in taxation) from the New York University School of Law. Attorney at law with Anderson, Hall, Lowthian, Gross & Grebe, P.C. Mr. Wellman's main emphasis has been in the area of estate planning and deferred compensation arrangements as well as being involved in employer compliance problems under the Employee Retirement Income Security Act of 1974.

- b. Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program; who would be required in each of the first five years of the proposed program's operation.

As demonstrated in 14a above, our present faculty have excellent credentials and backgrounds to offer such a program. Accordingly, no new faculty will be required to support this program. The expansion in number of annual section offerings during the next five years will be accommodated by the addition of more adjunct faculty. As explained in section 17, the cost of these part-time faculty will be absorbed by course revenues from enrolled students.

- c. Estimate the number and type of support staff needed in each of the first four years of the program.

None. The program is designed to be self-supporting, without incremental costs or additional personnel commitments by the University.

15. Library

- a. Describe what steps have been taken to assess the adequacy of the library for supporting the proposed program.

Professor Rathe in consultation with Mr. Tom Gerity, professional librarian for the School of Business Administration, has evaluated the library collection for adequacy in supporting a graduate tax program. They compared the existing collection with references suggested by the American Accounting Association. (See Appendix IV.)

- b. Describe in as objective terms as possible the adequacy of the library holdings that are relevant to the proposed program (e.g., if there is a recommended list of library materials issued by a scholarly, professional, or other organization such as the Institute of Physics, the American Library Association, an agency such as the one which issued the list of recommended library materials for various academic areas in the California State colleges, indicate to what extent the institution's library holdings meet the requirements of the recommended list).

Appendix IV lists tax services and related journals available in the PSU Library. In addition, PSU has an extensive case law collection which is related to the study of taxation. The collection is considered one of the finest tax collections in the Pacific Northwest and more than adequate to support the Master of Taxation program.

- c. How much, if any, additional library support will be required to bring the library to an adequate level for support of the proposed program?

None.

- d. How is it planned to acquire these library resources?

Not applicable.

16. Facilities and Equipment

- a. What special facilities in terms of buildings, laboratories and equipment are necessary to the offerings of a quality program in the field and at the level of the proposed program?

Seminar rooms suitable for 20-25 students would be used.

- b. What of these facilities does the institution presently have on hand?

The University presently has suitable seminar rooms.

- c. What facilities beyond those now on hand would be required in support of the program?

None.

- d. How does the institution propose these additional facilities and equipment shall be provided?

Not applicable.

17. Finance

During the past three years the Department of Accounting has been offering graduate courses in taxation under the omnibus 507 number. The reasons for these offerings are two: 1) substantial demand for continuing professional education by the practicing tax professional because of the ever changing environment in taxes, and 2) the increased demand by students who desire adequate preparation for entry into the practice of taxation.

Table 3 summarizes our tax offerings during the past 12 quarters and indicates whether the section instructor was a full-time or part-time faculty member.

TABLE 3

Graduate Tax Offerings by Quarter
by Type of Instructor

<u>Quarter</u>	<u>Average Section Enrollment</u>	<u>Total Grad Tax Sections Offered</u>	<u>Offered By Full-Time Faculty</u>	<u>Offered By Part-Time Faculty</u>
Winter 75	13	2	0	2
Spring 75	19	1	0	1
Summer 75		0	0	0
Fall 75	25	1	0	1
Winter 76	26	1	0	1
Spring 76	12	1	0	1
Summer 76		0	0	0
Fall 76	20	2	2	0
Winter 77	20	1	1	0
Spring 77	19	2	1	1
Summer 77	20	2	1	1
Fall 77	23	<u>3</u>	<u>1</u>	<u>2</u>
Total		<u>16</u>	<u>6</u>	<u>10</u>

We shall offer 10 sections during academic 1977-78. With the modest increase to 15 sections during 78-79 we shall be able to offer a balanced degree program. This program will be staffed by 1/3 full-time and 2/3 part-time accounting faculty.

A Master of Taxation program is unique in that it provides intensive study in a number of discrete subject areas. By the very nature of the subject matter no single instructor is likely to have depth and be current in more than two or three areas. Consequently, staffing such a program dictates that a large proportion of faculty be hired from the professional tax community on a part-time basis to teach in their respective areas of tax expertise.

This unique but necessary method of staffing with 2/3 part-time tax faculty provides the opportunity to increase the number of sections offered at minimal cost to the state. No new full-time faculty will be needed.

Specific Cost Summary

Faculty salary costs presently being consumed in offering graduate tax courses:

Average full-time salary (including Summer School) of three tax professors	\$26,000
Total Sections which could be taught by these three faculty	36
Graduate tax sections actually taught by full-time tax faculty	5
Proportion of salaries allocable to graduate tax program ($5/36 \times 26,000 \times 3$)	\$10,833
Cost to department of 5 sections offered by part-time faculty (5 sections \times \$1,000)	<u>5,000</u>
Total annual faculty salary cost of present graduate offering	<u>\$15,833</u>
Additional part-time faculty salary cost of expanding the program by 5 sections (5 sections \times \$1,000)	<u>\$ 5,000</u>

Our current budget has provided for two half-time graduate assistants who are studying taxation. The existing secretarial personnel are adequate to provide necessary assistance. As item 15 above indicates and Appendix IV substantiates, no additional library funding will be required. Finally, this program requires no special services, supplies, equipment or new space. The program is a substantial contribution to the professional community without additional cost to the University.

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

Portland State University
 Program Master of Taxation
 Effective Date _____

	First Year		Second Year		Third Year		Fourth Yr.	
	Amt.	FTE	Amt.	FTE	Amt.	FTE	Amt.	FTE
1. Personnel.....								
a. Faculty.....	\$5,000		\$5,000		\$5,000		\$5,000	
b. Graduate Assistants.....	\$ -0-		\$ -0-		\$ -0-		\$ -0-	
c. Support Personnel.....	\$ -0-		\$ -0-		\$ -0-		\$ -0-	
d. Fellowships & Scholarships.....	\$ -0-		\$ -0-		\$ -0-		\$ -0-	
TOTAL.....	5,000		5,000		5,000		5,000	
Percentage of Total.....	\$		\$		\$		\$	
from State Funds.....	\$-0-%		-0-%		-0-%		-0-%	
	See Cost Summary Attached							
2. Other Resources	Amount		Amount		Amount		Amount	
a. Library.....	\$ -0-		\$ -0-		\$ -0-		\$ -0-	
b. Supplies & Services.....	\$ 100		\$ 100		\$ 100		\$ 100	
c. Movable Equipment.....	\$ -0-		\$ -0-		\$ -0-		\$ -0-	
TOTAL.....	-0-		-0-		-0-		-0-	
Percentage of Total	\$							
from State Funds.....	-0-%		-0-%		-0-%		-0-%	
	See Above							
3. Physical Facilities								
Construction of New Space or								
Major Renovation.....	\$ -0-		\$ -0-		\$ -0-		\$ -0-	
Percentage of Cost								
from State Funds.....	%		%		%		%	
GRAND TOTAL.....	\$5,100		\$5,100		\$5,100		\$5,100	
Percentage of Total								
from State Funds.....	-0-%		-0-%		-0-%		-0-%	
4. Sources of Funds	Amount		Amount		Amount		Amount	
a. State Funds - Going level								
Budget.....	\$ 5,100		\$ 5,100		\$ 5,100		\$ 5,100	
b. State Funds - Special								
Appropriations.....	\$ -0-		\$ -0-		\$ -0-		\$ -0-	
c. Federal Funds.....	\$ -0-		\$ -0-		\$ -0-		\$ -0-	
d. Other Grants.....	\$ -0-		\$ -0-		\$ -0-		\$ -0-	
e. Fees, Sales, etc.....	\$ -0-		\$ -0-		\$ -0-		\$ -0-	
f. Other.....	\$ -0-		\$ -0-		\$ -0-		\$ -0-	
TOTAL.....	\$5,100		\$5,100		\$5,100		\$5,100	

16. SEQUENCE OF ACTION:

Approved by Library	Date
Approved by Unit (i.e., Dept.) Curriculum Comm.	Date
Approved by Dept. Head	Date
Approved by College/School Curr. Comm.	Date
Approved by College/School Dean	Date

Revised statement for inclusion in the Graduate Adviser's Handbook.

The Graduate Adviser's Handbook contains an introductory section entitled Guidelines for Graduate Study. This section defines the expectations identified with the graduate environment at PSU. The following separate paragraphs are proposed:

Contracting with outside organizations to offer courses which provide PSU graduate credit requires the written approval of the appropriate graduate studies committee, academic dean and the Dean of Graduate Studies and Research.

and

Instructors approved by departments for proposed courses offering graduate credit must be the classroom instructors. In the case of multiple instructors for a class, each proposed instructor must be approved by the department in advance for the course and the instructional role involved. Guest lecturers having unique qualifications may be used for special lectures without the required advanced approvals, but such use must be limited to a minor portion of the instructional offering of the course.

Approved statement on academic probation, disqualification, and readmission for the Bulletin.

Academic Probation

- A graduate student with regular or conditional status will be placed on probation
- 1) if the student's cumulative graduate GPA at Portland State University, based on credits earned after admission to a graduate degree program, is below 3.00 at the end of any term, or
 - 2) if the student receives two or more grades below B in any term.

While on academic probation the student will not be permitted to apply for advancement to candidacy, to receive a graduate assistantship, or to register for more than a total of 9 hours of graduate credit in graded courses. Removal of academic probation occurs if the cumulative graduate GPA is at least 3.00 within the next 9 hours of graduate credit in graded courses.

Disqualification

A student who is disqualified cannot register for any courses at PSU for at least one calendar year. Disqualification occurs

- 1) if the student on academic probation for low GPA fails to achieve a cumulative graduate GPA of 3.00 or higher within the next 9 hours of graduate credit in graded courses;
- 2) if the student on probation for two or more grades below B in any term does not receive B or better in all of the next 9 hours of graded graduate course work;
- 3) if the student becomes subject to academic probation for a second time.

Readmission

A disqualified student may petition for readmission as a degree seeking student to a graduate program after one calendar year. Readmission after the mandatory one-year period is initiated by the student's filing a petition for readmission with the Office of Graduate Studies and Research. Readmission is not automatic. To be readmitted the student must meet all the current admission procedures. The student's accumulated graduate GPA at the time of petition is based on the graduate work completed at the University since the first admission to a PSU graduate program.

After the individual graduate program has recommended readmission, the Graduate Council, or its delegated authority, may grant readmission, with or without additional academic requirements, or may recommend continued disqualification. The readmitted graduate student is subject to all University and program requirements in effect at the time of readmission.

A student who completes graduate courses at other institutions while under disqualification at PSU should not assume that the credits can be applied toward a graduate program.

Leave of Absence

A student admitted to a graduate program may petition for leave of absence for one calendar year. Leave of absence status assures the student a continuation of the student's admission in the program during the period of the leave of absence. Application for leave of absence, endorsed by the department/program head, must be filed in the Office of Graduate Studies and Research not later than the last day to register for classes in the term in which the application is made. Leave of absence is granted only to graduate students in good standing and does not constitute a waiver of the time limit for completion of the graduate degree at Portland State University.

A student may petition for a second leave of absence from a graduate program, but approval is required from the department/program head and graduate committee of the college/school.

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Cancellation of admission to graduate program

A student admitted to a graduate program who during a two-year period (1) has not an approved leave of absence and (2) does not complete successfully a graduate course in the approved program of study for the degree shall have admission to the degree program cancelled. A student who after initial admission to a graduate program does not enroll for classes within one calendar year shall have admission to the degree program cancelled.

Revised statement on plagiarism for the Graduate Adviser's Handbook.

The "Portland State University Student Conduct Code" proscribes plagiarism as conduct for which students are subject to disciplinary penalties. The Graduate Council identifies plagiarism with the following actions:

1. the appropriation or imitation of the language, ideas, and products of another author, and representation of them as one's original works;
2. the failure to provide proper identification of source data;
3. the use of paraphrases in lieu of direct quotation without appropriate bibliographical references and footnote citations.

The section entitled "Identification of Source Data" from the "Style Manual for Theses and Dissertations" of Portland State University provides further information on the requirements for acknowledgement of printed source material used as data for scholarly investigations.

Plagiarism may lead to disciplinary probation, academic suspension, dismissal from the University, and/or dismissal from assistantships or fellowships. The severity of the disciplinary sanction depends upon the circumstances of the individual case. Plagiarism in all cases at the graduate level shall result in the denial of credit for the course in which the plagiarized product was submitted. When plagiarism is involved with a thesis, dissertation or other research submitted in partial fulfillment of advanced degrees, the disciplinary sanction may include the denial or rescinding of the award of the graduate degree.

Graduate students stand in a primary and unique relation of responsibility to the faculty of their major departments, the faculty upon whose recommendation graduate degrees will or will not be awarded. In matters which involve or may affect the student's intellectual or professional growth and maturity, the students are responsible to the departments and their representatives. The act of plagiarism is evidence for the faculty of unsatisfactory academic performance, the absence of scholarly integrity, and the failure to accept responsibilities identified with the graduate community of faculty and students.

In light of the recent Faculty Senate decision to increase the Honors degree requirements, the Associated Students would like to present the following information citing the effects present students will be faced with.

Honors change from 3.75 to 3.80

Senior with 3.75 GPA 141 hours--529 grade points GPA: 3.751773

1 year--all A's 45 hrs. x 4 = 180 pts. (15 A's)
6 hrs. with 709 grade points = GPA of 3.8118279 (makes it)

1 year--only 1 B 42 hrs. x 4 = 168 pts. (14 A's)
3 hrs. x 3 = 9 pts. (1 B)

6 hrs. with 706 grade points = GPA of 3.7956989 (doesn't make it)

for a 3.75--student must have 3 A's for each B

for a 3.80--student must have 4 A's for each B

As requires a 33% increase in the student's ability to achieve A's. During the SENIOR year, a student must obtain 15 A's and NO B's.

Honors change from 3.50 to 3.60

Senior with 3.50 GPA 141 hours--494 grade points GPA: 3.503546

1 year with only 1 B 42 hrs. x 4 = 168 pts. (14 A's)
3 hrs. x 3 = 9 pts. (1 B)

6 hrs. with 671 grade points = GPA of 3.6075268 (makes it)

1 year with only 2 B's 39 hrs. x 4 = 156 pts. (13 A's)
6 hrs. x 3 = 18 pts. (2 B's)

6 hrs. with 668 grade points = GPA of 3.5913978 (doesn't make it)

for a 3.50--student must have 1 A for each B

for a 3.60--student must have 1.5 A's for each B

As requires a 50% increase in the student's ability to achieve A's. During the SENIOR year, a student must obtain 14 A's and only 1 B.

ARGUMENTS AGAINST THE HONORS CHANGE

Double Effect

Recent and dubious publicity on grade inflation coupled with Administrative and Departmental pressure has affected the professors. Recently, many classes and professors have made it more difficult to achieve GPA excellence. Many courses are getting tougher, requiring more time and studying.

Grade inflation, why?

We are comparing the common college student with the uncommon PSU student on a statistical basis. PSU students are older (26.5 norm), more serious, taking fewer hours (more part-time students) and thus graduate over a longer period of time. This means students are spending more time studying fewer credit hours achieving higher GPAs. The older students are usually more serious than the 18 to 22 traditional college student as is seen by their return to improve their academic background.

Other Colleges and Universities

The other Universities require a 3.5 and 3.75 GPA for Honors and High Honors. Our change will be an unmandated admission to the easiness of our grading criteria. This will discredit the University, not solve the grading dilemma, and make it harder to get into Graduate schools with a PSU degree.

continued.....

Doesn't solve grading dilemma

Increasing the honors requirements does not solve the problem of lenient grading criteria within the University. Not all departments are lenient, they vary in difficulty. The student will suffer in the more difficult departments, for the sake of the few in the lenient classes.

Especially with the feelings among many in the academic community that grade inflation is starting to peak with grade deflation in the near future. The students would prefer a more uniform standard for grading in University departments.

P/NP

Most majors do not allow P/NP. The function of offering P/NP is to allow the conscientious student the opportunity to explore unfamiliar fields. This does not have a significant effect on GPAs.

Possible Amendments

1. Honors degree requirements changes should be treated like any other University or departmental change. This is to be fair to students currently pursuing the agreement offered them in the catalogue under which they entered the University.

2. Change the GPA requirements back to 3.50 for graduation "With Honors" and 3.75 for graduation "With High Honors"